

# White Hall School District Dyslexia Procedural Plan 2018-2019



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## White Hall School District Dyslexia Identification and Placement Procedure

A Step-By-Step Process to School Based-Identification of Dyslexia in Arkansas Public Schools Level II: Dyslexia Evaluation (*Vicki King, ADE*) Meeting the Needs of Children with Dyslexia in Public Schools: Act 1294 of wo13 A.C.A. §6-41-601. Title 6, Subtitle 3, et al. (*Vicki King, ADE*)  
Dyslexia Resource Guide, July 2017: [ADE.Dyslexia@arkansas.gov](mailto:ADE.Dyslexia@arkansas.gov)

District staff received training on key principles and implementation issues using the “Getting Ready for RTI” model developed by LRP Publications. Staff received a copy of the three tier model *Quick Flip for Understanding Response to Intervention (RTI)* flip chart as a resource. District staff will receive updated training annually to address the key elements of the *Response to Intervention (RTI)* and the *Progress Monitoring Model*. The District’s Model is the LRP design.

The White Hall School District will administer initial screeners, will progress monitor at-risk students, and provide interventions and support in accordance with ACT 1268. The following protocol will be used to determine eligibility and proper placement of Dyslexia students. Each school counselor shall be the School Dyslexia Designee.

1. Kindergarten through third grade (K-3) homeroom teachers screen students and schedule conferences with parents during the first three days of the school year.
2. Grades four through eighth grade (4-12) homeroom teachers will administer required grade level screeners, exams and program assessments to his/her homeroom assigned students beginning with the second week of each new school year through the fourth week.
3. Student Portfolios will be created and maintained in each homeroom teacher’s classroom for his/her assigned students. (Must be updated with current nine weeks information)
4. Homeroom teachers will enter screener data into ADE’s Student GPS portal within five days of screener dates.

The data collection will be used to support the following: Student Success Plan (SSP), Intensive Reading Intervention (IRI), Academic Improvement Plan (AIP), Intensive Math Intervention (IMI), Response to Interventions (RTI), Title I Reading and Mathematics Placement, Dyslexia Identification and Placement, Section 504 Identification and Placement, Special Education Due Process (IDEA) and finally, Grade Level Retention (Parents notified—4 letters).

1. Psycho-Educational/Dyslexia Reports (*in/outside district providers*)
2. Progress Monitoring Assessment data needed to support referral to programs for at-risk students **not** performing at grade level. (Three-four weeks of data).
3. Student Demographics are:
  - a. eSchool Attendance and Grades,
  - b. Teacher Schedule depicting progress monitoring, (*Time and Date*)
  - c. Vision & Hearing,
  - d. Intervention Schedule and Results,
  - e. Sample of Student Work





## School Level I: Initial Screener Data & Progress Monitoring Data (Four 1/2 Weeks).

**Once it** is determined by the initial screeners (see chart), a student is at-risk or some risk for reading failure, a targeted intervention shall be implemented for at-risk students by the homeroom teacher. As a result of the data collection, progress monitoring will occur for four (4½) weeks with three-thirty minute sessions per-week provided by the classroom teacher. Documentation is required and supported by lesson plans; reteach work samples, spelling and handwriting samples, and a copy of student data depicting grade level screeners, four and a half (4½) weeks progress reports, program reports and parent/teacher input.

Based on initial screeners and progress monitoring results, the classroom teacher refers at-risk students who exhibit documented Characteristics of Dyslexia and/or Dyslexia Markers, to the School Dyslexia Designee/Counselor. Progress monitoring occurs four and a half (4½) weeks with three-thirty minute sessions per-week. Documentation of progress monitoring must be in place and included in the file prior to Level II referral.

The School Dyslexia Designee/Counselor shall convene a conference to assess screener results, ensure all documentation forms are in place, and to obtain Parent/Guardian signatures on the ARESC-District Permission to Screen Form prior to a Level II referral.

1. Each school **counselor** shall be the School Dyslexia Designee.
2. The Response to Intervention (RTI) Screening Committee consists of the following: Building Principal, Homeroom Teacher, School Dyslexia Designee (Counselor), and District Dyslexia Designee (Counselor), as needed.

If the student's data profile indicates the student is not making gains as a result of progress monitoring the CTOPP2 will be administered, along with the results of the progress monitoring and CTOPP2 the student will be recommended for Level II screening. The building principal and the school dyslexia designee must affirm the folder contains all required documentation. The student's completed folder will be sent to the District Dyslexia Coordinator who in turn will contact the ARESC Dyslexia Coordinator. For IDEA Special Education students who are in referral, due process protocol shall be followed at all times especially confidentiality. If a reading deficit is suspected, the School Special Education Designee on each campus will administer the CTOPP2. The results become a part of the student's IDEA folder.

1. A copy of the student's portfolio containing documentation to include grade level screeners, progress monitoring results, a signed ARES-C District Permission to Screen Form, A Teacher Observation Questionnaire, and a Parent Interview Form will be sent to the District Dyslexia Designee prior to Level II Dyslexia Referral.
2. The District Designee will contact the ARESC Dyslexia Coordinator with the name(s) of students who are being referred along with a copy of the referral folder(s) containing all required paperwork, (Grade level Screeners, Exams, Program Results), Parent/Teacher Input, and four and a half (4½) week progress reports. (A check list will be provided to ensure the school provides proper documents.)
3. The ARESC Dyslexia Designee will contact the District Dyslexia Designee with written documentation that the student qualifies for services. The School Dyslexia Designee (Counselor) will schedule a school based conference with the parents, the District Dyslexia Designee, and the ARES-C Dyslexia Designee.

Teacher Classroom Schedules and Lesson Plans shall contain a uniform daily, thirty-minute intervention period to address academic needs of all at-risk students assigned to the homeroom teacher. Documentation will

- ✓ Lesson plans,
- ✓ Class Schedule reflecting a daily thirty-minute intervention period,
- ✓ Spelling and handwriting samples,
- ✓ Copy of student data depicting four and a half week (4½) progress reports



## Level II: Dyslexia Interventionist Provider for Level II Services

ARESC is the district's contracted Dyslexia Intervention Provider for Level II Services. Once it is determined that a student(s) exhibits Characteristics of Dyslexia and/or Markers of Dyslexia, the School Dyslexia Designee will convene a Parent/Guardian, School, & ARESC Conference to discuss the student's intervention plan/schedule and to obtain signatures on the ARESC-District Permission to Screen and Provide Services Forms. ARES

1. Level II pre-referral packet shall contain the following: referral data, student's cumulative file, Parent's Rights, Parent/Designee permission, Psychological Educational Data if available, ARESC Testing Results, and other pertinent information such as written reports from OT, Title I Reading/Math-CEI Documents, Speech and/or IDEA Information. Phonics Classwork and Intervention Results.
2. Schedule a consultation meeting with the teacher of record, parents/guardians, the building principal and an advocate, if requested.
3. Once the decision is made to provide interventions, obtain parent's signature on the ARESC Permission to Participate in Dyslexia Intervention Services Form.
4. The School Dyslexia Designee (Counselor) will notify the campus principal, eSchool secretary and the District Dyslexia Designee via email, of the start date for the student's intervention. A copy of the email will be placed in the student's file.
5. The School Dyslexia Designee,(Counselor) and the assigned Interventionist will develop an Intervention Schedule for students receiving services and provide a copy to Parents/Guardians, School, and the District Dyslexia Designee.
6. Monthly Progress Reports will be provided to parents, the building principal and district designee by the Interventionist.
7. The Parent/Guardian, School and District Designee will receive a copy of the Intervention Schedule.
8. Dyslexia Documentation Folder: (Student)
  - a. A copy of the Student's Folder will be maintained at the school with the original at the district level.
  - b. Student's Original Folder shall be sent to the District Dyslexia Designee prior to the decision to Level II evaluate.
  - c. Teachers will Receive and Review the Implementation Plan to include four thirty (30) minute sessions or two 60 minute sessions depending on the school's master schedule and/or "what's in the best interest of the student".
9. Annual Review: Decision to Exit/Continue Services during the "New School Year." (May)
10. Principals shall monitor implementation of the Intervention Schedule, Supporting Data and monitor each Student's Folder for compliance.

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## White Hall School District

### **RTI Response to Interventions Model (LRP)**

Response to Intervention (RTI) is a multi-tiered approach to providing instruction, services, and interventions at increasing levels of intensity to struggling learners. The purpose of RTI is to provide quality instruction for all students with focused interventions for student who struggle and frequent monitoring of each student's response to the instruction and focused interventions by the classroom teacher. RTI provides a framework for prevention of learning difficulties, intervention when student do not learn at grade-level expected rates. The RTI framework is part of a well-integrated system of instruction available to every student in the classroom.

### **RTI Three Tiers: Three Tiers or Level of Instruction for All Students**

The following text discusses the different tiers and the characteristics of instruction, intervention, and logistics of each tier.

1. Universal Screening;
2. Classroom Interventions;
3. Progress Monitoring

Tier I Instruction incorporates the following basic elements:

1. A high-quality program of instruction based upon state or district curriculum standards.
2. A three tiered process for service delivery that increases the intensity of services when a student fails to respond to an intervention.
3. The use of quality research-based instructional strategies and/or materials.
4. Ongoing assessment of students to determine instructional strengths and needs.
5. Ongoing professional development to provide teachers with necessary tools to ensure every student receives quality instruction.
6. Intervention is done within the general framework of the classroom.
7. Curricula offerings are based on scientific research principles.

The focus is on improving the core classroom instruction that ALL students receive in the regular classroom. Tier I instruction is designed to address the needs of the majority of a school's students. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals with *efficacy and fidelity*.

### **Tier II Interventions with Scientifically based Support Materials:**

1. Barton Reading and Spelling System
2. Macmillan/McGraw Hill Reading Series
  - a. Wonder Works (per-grade level.) Intervention Program





**White Hall School District**  
**Section 504 Rehabilitation Act of 1973**  
**Dorothy Welch, Section 504 Coordinator**  
**870-247-2002**

Under Section 504 of the Rehabilitation Act of 1973, districts are required to annually "identify and locate" every qualified handicapped child residing in the district's jurisdiction who is not receiving a public education, including preschoolers, homeless and those attending private school.

The White Hall School District's Child Find Campaign informs parents of disabled children about available services and how to access those services. The district utilizes newspaper articles, brochures, flyers, posters and letters to inform its patrons of the Child Find process.

Section 504 is a *civil rights law* that protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance for the U.S. Department of Education.

A child is a "qualified disabled person" under Section 504 if he or she has a physical or mental impairment that substantially limits one or more major life activities such as: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working, has a record of such an impairment, or is regarded as having such an impairment; and is between the ages of birth to 21 years old.

To become eligible for services and protection against discrimination on the basis of disability under Section 504, a student must be determined, as a result of an evaluation, to have a "physical or mental impairment" that "substantially limits one or more major life activities.

A building committee consisting of the district 504 coordinator, building principal, classroom teachers, campus 504 designee (school counselor), school nurse, and a special education representative determines the eligibility of referred students.

The White Hall School District must make available services to all *eligible* children with disabilities who reside within the district. The district is obligated under Section 504 to:

- Identify and notify qualified students with disabilities of their rights.
- Evaluate students to determine eligibility
- Meet the needs of eligible students with disabilities as adequately as the needs of non-disabled students are met. (FAPE)
- Provide the parents of each eligible student with the required procedural safeguards.

These services must be provided in the least restrictive setting. A "qualified disabled person" under Section 504 is eligible if he or she has a physical or mental impairment that substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working), has a record of such an impairment, or is regarded as having such an impairment; and is between the ages of birth to 21 years old.





## **White Hall School District**

### **Section 504 Referral and Placement**

The following process is used to determine eligibility and proper placement of Section 504 students:

#### **Section 504 Student Referral**

Parent/Guardian Permission to Evaluate  
Parent/Guardian Rights and Responsibilities

Section 504 Building Team Reviews the following: pre-referral packet, referral, student's cumulative file, and other pertinent information.

Consultation with teachers, parents/guardians, peers, professionals and/or the student.  
Determination of handicap/disability which limits one or more major life activity.

#### **Section 504 Eligibility**

Develop Accommodation Plan  
Include Parents, Teachers, and other individuals knowledgeable about the student.  
Parent/Guardian Section 504 Parent's Rights Packet.  
Accommodation Plan Given to Parent/Guardian  
Plan Implementation  
Student's Section 504 Documentation Folder.  
Parents/Teachers Receives & Reviews Accommodation Plan  
Parent/Guardian Rights and Responsibilities  
Notice of Procedural Safeguards  
Annual Review

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## **White Hall School District**

### **Section 504/Dyslexia Student Referral**

The following process is used to determine eligibility and proper placement of Section 504/dyslexia students:

### **Section 504/Dyslexia Student Referral**

ADE/District Required Screeners  
Progress Monitoring (4 ½ weeks)  
Referral Form Submitted to Dyslexia Designee (Dated)  
Dyslexia Designee, Response to Intervention (RTI) Team reviews referral packet, student's cumulative file, and other pertinent info.  
Consultation with teachers, parents/guardians, professionals and/or the student.  
Intervention Sessions (4-5 weeks)  
Determination to refer to ARESA Dyslexia Coordinator  
Parent/Guardian Conference to acquire Permission to Screen  
Parent/Guardian Rights and Responsibilities  
Determination to Refer to ARESA for Level II Screening

### **Section 504/Dyslexia Eligibility**

Referral to ARESA for Level II Screening  
ARES A Dyslexia Coordinator Folder Review  
ARES A Conducts Level II Screeners  
Develop Dyslexia Services Plan  
Dyslexia Services Plan Implementation (120 Minutes weekly)  
Section 504/Dyslexia Plan Developed  
Parents/Teachers Conference Receives & Reviews Student Dyslexia Services Plan  
Parent/Guardian Rights and Responsibilities  
Notice of Procedural Safeguards  
Annual Review

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## White Hall School District Dyslexia Identification and Placement Checklist

### District Dyslexia Referral Checklist:

Portfolios will contain student data depicting required local assessment screener scores to include Plato, CEI, Star Reading & Math, AR Reading & Math, statewide student assessment results, subject grades, and student work samples.

1. DIBELS Next: Screeners per-grade level chart to include: LNF, FSF, NWF, PSF, DRA, DSA, DORF, DAZE, AR-RAN, PASS
2. Program Documents: Star Early Literacy, Star Reading & Math, Plato Reports, CEI Reading & Math, etc. (Chart & Form Attached)
3. ACT -Aspire 3-10 (copy of individual student results)
4. K-2, (copy of individual student reports)
5. Psycho-Educational and/or Dyslexia Report from (in or outside district providers)
6. Progress Monitoring Assessment Data (four weeks of data).
7. ARESC-District Permission to Screen Signed Form
8. ARESC-District Permission to Provide Services Signed Form
9. Student Demographics:
  - a. (eSchool Attendance and Grades,
  - b. Copy of student artifacts (Sample of Student Work)
  - c. Vision & Hearing,
  - d. Progress Monitoring Interventions, Schedules, and Results,
    - ✓ Re-teach work samples,
    - ✓ Spelling and handwriting samples,
    - ✓ Copy of student data depicting
      1. Grade level screeners;
      2. Exams;
      3. Program results;
      4. Parent/teacher input.
      5. Four and a half week (4½) progress reports
      6. Notice of Procedural Safeguards





**ARESC/White Hall School District  
Dyslexia Permission to Provide Services Form**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Dear Parent or Guardian of \_\_\_\_\_,

White Hall School District contracted with Arkansas River Education Service Cooperative to provide Dyslexia Intervention Services for White Hall Students who meet the criteria for Level II screening and placement.

You recently gave permission for \_\_\_\_\_ to be screened in order to determine appropriate reading interventions. On the basis of the screening, it appears your child would benefit from help in a dyslexia program. We will be using the Barton Reading and Spelling System, which meets one-on-one with your child, twice a week for an hour or (4) thirty-minute sessions. The district, the school and ARESC will schedule a time, during the school day, to best meet the needs of your child.

Today we met with you, the principal, and the school team to discuss and receive additional information. We also addressed any questions that you may have.

We look forward to working with your child.

Sincerely,

Arkansas River Education Service Cooperative Dyslexia Support

Child's Name \_\_\_\_\_

\_\_\_\_\_ Yes, I give permission for \_\_\_\_\_ to participate in the Dyslexia Intervention Services program.

\_\_\_\_\_ No, I do not want \_\_\_\_\_ to participate in the Dyslexia Intervention Services program.

\_\_\_\_\_  
Parent / Guardian Printed Name

\_\_\_\_\_  
Parent / Guardian Signature / Date





**White Hall School District  
Declining Dyslexia Intervention Services**

Date: \_\_\_\_\_

Parent or Guardian of \_\_\_\_\_

At this time, we decline the Dyslexia Intervention Services provided by Arkansas River Education Service Cooperative (ARESC) Interventionist for \_\_\_\_\_.  
Student's Name

Child's Name \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature Date: \_\_\_\_\_

\_\_\_\_\_  
School District Representative Date: \_\_\_\_\_

\_\_\_\_\_  
ARESC/Dyslexia Interventionist Coordinator Date: \_\_\_\_\_





## Permission to Screen Form (Level II)

Dear Parent or Guardian of \_\_\_\_\_: Date: \_\_\_\_\_

A school -based committee in your child’s school district met to review your child’s progress in literacy. The committee has decided that additional assessments are needed in order to determine targeted instruction. The assessments will include a dyslexia screener that is intended to help find the markers (characteristics/warning signs) of dyslexia. The assessments will be administered by the Arkansas River Education Service Cooperative Dyslexia Support Services Division. The screening includes the following components:

- Phonological awareness and phonemic awareness
- Sound symbol recognition
- Alphabet knowledge
- Decoding skills
- Encoding skills
- Rapid naming

We are asking your permission to screen in order to determine whether additional instruction is recommended. Please complete the information at the bottom of this page and return as soon as possible.

Sincerely,

\_\_\_\_\_  
Sandy Pitts – Dyslexia Support Coordinator

Child’s Name \_\_\_\_\_

\_\_\_\_\_ Yes, I give permission for \_\_\_\_\_ to be screened.

\_\_\_\_\_ No, I do not want my child screened.

\_\_\_\_\_  
Parent’s Printed Name

\_\_\_\_\_ Date \_\_\_\_\_  
Parent’s Signature





### Permission to Provide Services Form

Date: \_\_\_\_\_

Dear Parent or Guardian of \_\_\_\_\_,

The White Hall School District (WHSD) contracted with Arkansas River Education Service Cooperative (ARESC) to provide Dyslexia Interventions for students referred to us by the school district.

You recently gave permission for \_\_\_\_\_ to be screened in order to determine appropriate reading interventions. On the basis of the screening, it appears your child would benefit from help in a dyslexia program. We will be using the Barton Reading and Spelling System, which meets one on one with your child, twice a week for an hour or (4) thirty-minute sessions. We will work with the school to set up the best time and days to see your child.

Today we have met with you, the principal, and the school team to discuss and receive additional information. We have also addressed any questions that you may have. We look forward to working with your child.

Sincerely,

Arkansas River Education Service Cooperative Dyslexia Support

Child's Name \_\_\_\_\_

\_\_\_\_\_ Yes, I give permission for \_\_\_\_\_ to participate in the Dyslexia Intervention Services Program.

\_\_\_\_\_ No, I do not want \_\_\_\_\_ to participate in the Dyslexia Intervention Services Program.

\_\_\_\_\_  
Parent /Guardian Printed Name/Date

\_\_\_\_\_  
Parent / Guardian Signature/Date





**Dibels Next Screeners for Reading (Beginning of the Year) September**

K-6	DIBELS Composite Scores: (All K-6 Grade Students Tested)	
Kdg	(LNF, FSF), AR-RAN) Star Early Literacy	(All K Grade Students Tested)
1st	(LNF, NWF, PSF, DRA, DSA, AR-RAN) Star Reading	(All 1 <sup>st</sup> Grade Students Tested)
2nd	(DORF, NWF, DRA, DSA, <b>PASS</b> , AR-RAN) Star Reading	(All 2 <sup>nd</sup> Grade Students Tested)
3rd	(DORF, Daze, DRA, DSA, <b>PASS</b> , AR-RAN) Star Reading,	(All 3 <sup>rd</sup> Grade Students Tested)
4th	(DORF, Daze, DRA, DSA) Star Reading	(All 4 <sup>th</sup> Grade Students)
5th	(DORF, Daze, DRA, DSA) Star Reading	(All 5 <sup>th</sup> Grade Students)
6th	(DORF, Daze, DRA, DSA) Star Reading	(All 6 <sup>th</sup> Grade Students)

**Dibels Next Screeners for Reading (Middle of the Year) January**

K-6	DIBELS Composite Scores: (All K-6 Grade Students Tested)	
Kdg	(LNF, NWF, PSF, FSF, DRA, DSA), Star Early Literacy	
1st	(NWF, DORF), Star Reading	(All 1 <sup>st</sup> Grade Students Tested)
2nd	(DORF) Star Reading	(All 2 <sup>nd</sup> Grade Students Tested)
3rd	(DORF, Daze) Star Reading	(All 3 <sup>rd</sup> Grade Students Tested)
4th	(DORF, Daze) Star Reading	(All 4 <sup>th</sup> Grade Students Tested)
5th	(DORF, Daze) Star Reading	(All 5 <sup>th</sup> Grade Students Tested)
6th	(DORF, Daze) Star Reading	(All 6 <sup>th</sup> Grade Students Tested)

**Dibels Next Screeners For Reading (End of the Year)May**

K-6	DIBELS Composite Scores: (All K-6 Grade Students Tested)	
Kdg	(LNF, NWF, PSF, DRA, DSA) Star Reading	(All Kdg Students Tested)
1st	(DORF, NWF, DRA, DSA) Star Reading	(All Kdg Students Tested)
2nd	(DORF, DRA DSA) Star Reading	(All Kdg Students Tested)
3rd	(DORF, DRA, DSA, Daze) Star Reading	(All 6 <sup>th</sup> Grade Students Tested)
4th	(DORF, DRA, DSA, Daze) Star Reading	(All 4 <sup>th</sup> Grade Students Tested)
5th	(DORF, DRA, DSA, Daze) Star Reading	(All 5 <sup>th</sup> Grade Students Tested)
6th	(DORF, DRA, DSA, Daze) Star Reading	(All 6 <sup>th</sup> Grade Students Tested)





**Math: Screeners For Mathematics (Beginning of the Year) September**

K-6	Math Composite Scores	(All K-6 Grade Students Tested)
Kdg		Star Math (All K Grade Students Tested)
1st	(Computation)	Star Math (All 1 <sup>st</sup> Grade Students Tested)
2nd	(Computation, Concepts & Applications)	Star Math (All 2 <sup>nd</sup> Grade Students Tested)
3rd	(Computation, Concepts & Applications)	Star Math (All 3 <sup>rd</sup> Grade Students Tested)
4th	(Computation, Concepts & Applications)	Star Math (All 4 <sup>th</sup> Grade Students Tested)
5th	(Computation, Concepts & Applications)	Star Math (All 5 <sup>th</sup> Grade Students Tested)
6th	(Computation, Concepts & Applications)	Star Math (All 6 <sup>th</sup> Grade Students Tested)

**Math: Screeners For Mathematics (Middle of the Year) January**

K-6	Math Composite Scores	(All K-6 Grade Students Tested)
Kdg		Star Math (All K Grade Students Tested)
1st	(Computation)	Star Math (All 1 <sup>st</sup> Grade Students Tested)
2nd	(Computation, Concepts & Applications)	Star Math (All 2 <sup>nd</sup> Grade Students Tested)
3rd	(Computation, Concepts & Applications)	Star Math (All 3 <sup>rd</sup> Grade Students Tested)
4th	(Computation, Concepts & Applications)	Star Math (All 4 <sup>th</sup> Grade Students Tested)
5th	(Computation, Concepts & Applications)	Star Math (All 5 <sup>th</sup> Grade Students Tested)
6th	(Computation, Concepts & Applications)	Star Math (All 6 <sup>th</sup> Grade Students Tested)

**Math: Screeners For Mathematics (End of the Year) May**

K-6	Math Composite Scores	(All K-6 Grade Students Tested)
Kdg		Star Math (All K Grade Students Tested)
1st	(Computation)	Star Math (All 1 <sup>st</sup> Grade Students Tested)
2nd	(Computation, Concepts & Applications)	Star Math (All 2 <sup>nd</sup> Grade Students Tested)
3rd	(Computation, Concepts & Applications)	Star Math (All 3 <sup>rd</sup> Grade Students Tested)
4th	(Computation, Concepts & Applications)	Star Math (All 4 <sup>th</sup> Grade Students Tested)
5th	(Computation, Concepts & Applications)	Star Math (All 5 <sup>th</sup> Grade Students Tested)
6th	(Computation, Concepts & Applications)	Star Math (All 6 <sup>th</sup> Grade Students Tested)





## White Hall School District

### Teacher Observation Questionnaire

Teacher Observation Questionnaire for Dyslexia

Student Name Grade

Teacher School

Date

Please circle the term that indicates the degree of your concern regarding each skill area.

#### Phonological Awareness Skills

This student has:

Difficulty recognizing or reproducing rhyming words	Rarely Often
Difficulty isolating sounds in beginning, final, and/or medial position	Rarely Often
Difficulty segmenting individual sounds in words	Rarely Often

#### Alphabet

This student has:

Difficulty learning or recalling names of letters	Rarely Often
Difficulty learning or recalling sounds of letters	Rarely Often

#### Decoding and Word Recognition

This student has:

Difficulty sounding out unfamiliar words	Rarely Often
Difficulty reading words in isolation	Rarely Often





Fluency

This student has:

Difficulty reading accurately in context	Rarely	Often
Difficulty reading grade level material at expected rate	Rarely	Often

Spelling

This student has:

Difficulty memorizing words for spelling tests	Rarely	Often
Difficulty spelling in context	Rarely	Often

Comprehension

This student has difficulty with reading comprehension	Rarely	Often
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Written Expression

This student has:

<u>Difficulty constructing sentences</u>	Rarely	Often
Difficulty organizing grade appropriate written compositions	Rarely	Often
Difficulty producing sufficient written output	Rarely	Often

Cognitive/Academic Ability

This student appears to have intellectual ability equal to or above grade level peers.	No	Yes
This student has grade level math calculation skills.	No	Yes
This student has grade level math reasoning skills	No	Yes
This student has reading difficulties that are unexpected compared to other abilities.	No	Yes

Oral Language

When listening, this student has:

Difficulty understanding verbal directions	Rarely	Often
Difficulty understanding stories read to him/her	Rarely	Often

When speaking, this student has:

Difficulty acquiring new oral vocabulary	Rarely	Often
Difficulty finding the right word	Rarely	Often



Difficulty speaking in grammatically correct sentences  
 Difficulty explaining ideas or elaborating on thoughts

Rarely Often  
 Rarely Often

Attention

This student:

Displays difficulty organizing time and materials  
 Is easily distracted by sights or sounds  
 Does many things too quickly  
 Is often overactive or fidgety  
 Is inconsistent with production of classwork and homework assignments

Rarely Often  
 Rarely Often  
 Rarely Often  
 Rarely Often  
 Rarely Often

Handwriting

This student:

Is slow with handwriting and copying tasks  
 Displays overall poor quality/illegible handwriting on written assignments

Rarely Often  
 Rarely Often

Student’s Academic Development

English is a second language for this student.

No Yes

This student was retained in grade.

This student has been in special programs. (Special Education, Reading Recovery, etc.)

No Yes

Please identify these:

Suggested work samples to include:

1. The student’s most recent spelling test
2. A sample of the student’s unedited writing (journal entry, creative story, etc.)
3. The student’s most recent progress report or report card
4. A copy of the most recent TPRI/early reading assessment results

This Teacher Observation Questionnaire for Dyslexia may be duplicated and utilized in educational settings as a tool for documenting parent concerns and observations. If it is edited or adapted, please credit the source by including the statement: “Adapted from the Teacher Observation Questionnaire for Dyslexia, Texas Scottish Rite Hospital for Children.”



**White Hall School District**

**Dyslexia**

**PARENT INTERVIEW**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Birth date: \_\_\_\_\_

Parent(s) Names: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

*To aid in assessing the problems a child is experiencing in school and to detect the possibility of dyslexia, please have the parent answer each of the following questions.*

**FAMILY HISTORY**

Yes No Have any other members of the family had learning problems?

Yes No Father

Yes No Mother

Yes No Sibling

Please explain: \_\_\_\_\_

**PHYSICAL HISTORY**

Yes No 1. Has your child ever been critically or chronically ill?

Please explain: \_\_\_\_\_  
\_\_\_\_\_



Yes No

2. Does your child have any physical problems which you feel may cause difficulty in learning?

Please explain: \_\_\_\_\_  
\_\_\_\_\_

Yes No

3. Is your child currently taking medication:

Please list: \_\_\_\_\_  
\_\_\_\_\_

Yes No

4. Does our child seem to have trouble hearing?

Yes No

5. Does your child seem to have trouble seeing?

*Please circle the term that indicates the degree of parents' concern regarding each skill area.*

**Phonological Awareness Skills**

***My child has /had:***

Difficulty recognizing or reproducing rhyming words	Rarely	Often
Difficulty naming the first or last sound in a word	Rarely	Often
Difficulty blending sounds together to make a word	Rarely	Often

**Alphabet**

***My child has /had:***

Difficulty learning or recalling names of letters	Rarely	Often
Difficulty learning or recalling sounds of letters	Rarely	Often

**Decoding and Word Recognition**

***My child has /had:***

Difficulty sounding out unfamiliar words	Rarely	Often
Difficulty reading words accurately	Rarely	Often



### **Fluency**

#### ***My child:***

Makes frequent reading errors	Rarely	Often
Reads with hesitations	Rarely	Often
Reads slowly	Rarely	Often

### **Spelling**

#### ***My child has:***

Difficulty memorizing words for spelling tests	Rarely	Often
Difficulty spelling words correctly	Rarely	Often

### **Comprehension**

#### ***My child has:***

Difficulty understanding what he/she reads	Rarely	Often
Difficulty answering textbook questions	Rarely	Often

### **Written Expression**

#### ***My child has:***

Difficulty writing sentences correctly	Rarely	Often
Difficulty writing stories and reports	Rarely	Often

### **Cognitive/Academic Ability**

My child needs many repetitions to learn something new	No	Yes
My child has difficulty learning math facts	No	Yes
My child has trouble with math word problems even when they are read aloud	No	Yes
My child has reading difficulties that seem unexpected compared to his/her other abilities	No	Yes







## White Hall School District

### CTOPP2

If the student's data profile indicates the student *is not* making gains as a result of progress monitoring the CTOPP2 will be administered. The results of progress monitoring and the CTOPP2 the student will be recommended for Level II screening. Selected general education staff will be trained to administer the CTOPP2 to general education students.

*The building principal and the school dyslexia designee must affirm the folder contains all required documentation.* The student's completed folder will be sent to the District Dyslexia Coordinator who in turn will contact the ARESC Dyslexia Coordinator. For IDEA Special Education students who are in referral, due process protocol *shall* be followed at all times especially confidentiality.

If a reading deficit is suspected for identified IDEA students, the Psychological Educational Examiner will administer the CTOPP2 within the due process timeline. *The results become a part of the student's IDEA folder.*







## White Hall School District

### Dyslexia Folder Checklist/Access

Prior to submitting a Student Pre-Referral Folder to *the Section 504/Campus Dyslexia Designee* the folder must contain documentation for the following items: #1, #2, #3, #4, #5, #6, #7 & #8.

The designee and the building principal will review pre-referral folders to ensure all procedures, processes, and documentation complies with district, state and federal guidelines.

Once reviewed and initialed by both the designee and the principal the folder will be given to the District Section 504/Dyslexia Coordinator. The District Dyslexia Coordinator will contact the ARESC Dyslexia Specialist for folder pick-up or delivery if needed.

#### Dyslexia Checklist Folder Items (Artifacts Required)

1. School Screeners (Classroom and Special Education Teachers) \_\_\_\_\_
2. Progress Monitoring (Schedule) \_\_\_\_\_
3. Explicit Phonics Instruction (30 minutes daily) \_\_\_\_\_
4. RTI Intervention Result Classroom Teacher (4-5 weeks) \_\_\_\_\_
5. Campus Intervention Period At-risk Students (30 minutes daily) \_\_\_\_\_
6. CTOPP2 (Level II) \_\_\_\_\_
7. Section 504/ Dyslexia Committee Referral Conference \_\_\_\_\_
8. ARESC Permission to Screen Form (Parent Signature) \_\_\_\_\_
9. Referral Folder (delivered to District Dyslexia Coordinator) \_\_\_\_\_
10. ARESC Dyslexia Specialist Folder Review \_\_\_\_\_
11. Section 504/ Dyslexia Decision to Provide Services Conference \_\_\_\_\_
12. ARESC Permission to Provide Services Form (Parent Signature) \_\_\_\_\_
13. Interventionist Assignment/Dyslexia Intervention Plan (Dyslexia Designee) \_\_\_\_\_

